DOCUMENT RESUME

ED 464 280 CG 031 700

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TITLE School Counselors Center on Academic Achievement.
PUB DATE 2002-05-00
NOTE 18p.; In: Building Stronger School Counseling Programs: Bringing Futuristic Approaches into the Present; see CG 031 688.
PUB TYPE Opinion Papers (120)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Advocacy; *Counselor Role; *Counselor Training; Educational Environment; Elementary Secondary Education; Futures (of Society); Program Development; *School Counseling; *School Counselors; Services

ABSTRACT

Academic support has long been accepted as a major role of school counselors, yet many believe that traditional roles will not be enough for school counselors in the twenty-first century. This chapter focuses on how school counselors will need to expand their understanding of what academic support means in terms of learning and academic outcomes. Specifically, future school counselors will need to more fully define academic support in terms of building and providing programs and interventions that will directly engage the learning needs of children. The chapter highlights the process of building the school as a learning community and the specific skills and qualities necessary to construct successful learning supports. These skills include motivation and interest; goal setting; study organization and climate; time management and task analysis; memory and listening skills; note taking and test taking; cognitive mapping strategies; and knowledge of learning styles and modalities. The chapter concludes with a brief discussion of the school counselor as an advocate. (GCP)

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# School Counselors Center on Academic Achievement

By

Charles Hanson

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# School Counselors Center on Academic Achievement

*Charles Hanson*

Academic support has long been accepted as a major, if not primary, role of school counselors. Whether mandated by state law or district or school policy, counselors serve in schools to support the learning and academic development of students. Who disputes this? School counselors have accepted this fundamental tenet of school counseling for so long that they no longer question what it means. Of course counselors provide academic support, but how do they do that? The tradition in training school counselors has seen the academic support role served through ancillary functions, such as personal and social counseling, academic advising and programming, and career development. The practice of school counseling further cements these functions as the primary vehicles for academic support. Not only have these roles been fixed in the minds of counselors and school administrators, but teachers, parents, and students themselves view counselors in accordance with these roles.

Traditional roles will not be enough for school counselors in the twenty-first century. Future school counselors will know they cannot meet all of the personal and social needs of students in schools. They will also know that such counseling alone will not make students effective learners. While a child with a troubled mind may struggle to learn, counselors have for too long focused on settling the troubled mind as their first, and often only, level of intervention. The result has been to neglect looking at what it takes for such a child to be successful in school, to learn, and to achieve. Future school counselors will more fully define academic support in terms of building and providing programs and interventions that will directly engage the learning needs of children. School counselors must focus the outcome of their work

toward this end if they are to make a difference for children in promoting the academic mission of schools. They must expand their understanding of what academic support means. School counselors and counselor educators must challenge themselves to examine the outcome of all their work in terms of learning and academic outcomes.

### Building the School as a Learning Community

How do our schools function as learning communities? Does the school place high value on the learning and success of all students? How do we know? Do teachers, students, administrators, counselors, parents, and community members perceive the school as a place where learning is valued and where success is supported and achieved? Is the school an exciting place to be because learning is the focus? Or is the school seen primarily as a place where teachers and administrators do their job and keep the plant operating, a place where children perform their obligations with lackadaisical interest and slumbering motivation?

These questions and others that focus on how the school functions and is perceived as a learning community will be a critical focus for future school counselors who seek to make academic support the primary target of their work. While school principals and other administrators should have a working concern about the school as a learning community, this is an area of focus for which school counselors are particularly suited. Background and training in systems level thinking, from family systems to school systems, gives the school counselor a base for viewing the school as a working, dynamic system. Counselors potentially have continual contact with all stakeholders in the school, including students, teachers, administrators, parents, and community members. If children are not learning because a teacher is struggling, the school counselor will know. If a child is not learning because of family or personal problems, the counselor is likely to know. If all children are not learning and succeeding at high levels, counselors will know why. Given their perspective on students, families, and the whole school, counselors are well equipped to examine how the school operates as a system and as a learning community. Such examination enables school counselors to bring attention to areas of individual and group need that call for attention and support.

The school counselor of the future will address the school as a learning community through periodic assessments of the learning climate at the school. Such assessments will explore the perceived success of all school stakeholders in promoting learning and achievement. School counselors will use achievement data to shape the outline of the school as a learning community. Survey data will identify the supports students need to become successful learners. Data will also clarify what teachers need in order to assist students to become successful. What supports exist for students beyond classroom instruction? What supports may be needed? Are these addressing the needs of students in a way that is increasing learning and achievement? What supports exist for teachers to assist them in successfully teaching all students in their classrooms? What supports do they need? How do parents perceive the school, and what supports do they need to help their children learn and succeed? How does the school staff address these needs? Future school counselors will not only ask these questions and document their findings, but they will work with teams of teachers, parents, school administrators, and community members to develop programs that fulfill school stakeholder needs, increase student achievement, and positively affect the school as a learning community.

School counselors of the future will further serve as the academic conscience of the school. They will raise the consciousness of school stakeholders about learning and achievement. They will raise the consciousness of the school about what is working and what is not. They will help all stakeholders in the school examine their beliefs about learning and achievement and how these beliefs affect performance. For example, if school staff considers parental support critical to student success, then counselors will work to increase parents' involvement in their children's learning. When parents cannot fill this need, future school counselors will know what educationally supportive parents do for their children and help organize the same supports for children who need them. Counselors of the future will no longer find it acceptable to blame parents or students for inadequate learning or achievement. As advocates for student learning, as messengers of the consciousness of the school as a learning community, they will work to make sure every student learns and achieves success.

## Learning Supports

Twenty-first-century counselors will come to schools prepared to organize and implement an array of learning support programs. A major focus for program development at all grade levels will be the teaching of learning and study skills, or the processes and skills that students can employ to learn independently and in classrooms. These skills are neglected in the regular curriculum. Teachers typically instruct students in the content or subject matter to be learned. Specific knowledge is conveyed to students through various teaching and learning methods, and they are expected to follow up on their own, completing homework, writing reports, and studying for tests. Strong students are often those who enter schools with given talents and abilities. These include strong motivation and interest, organizational ability, good memory skills, self-discipline, and self-initiated study skills. These attributes often determine those students who are successful at academic work and those who are not. Although we know these qualities and skills can be critical to learning success, instruction in these areas is neglected. Counselors of the future will not only recognize the need to instruct students in how to learn, but they will consider themselves key members of the school instructional support team to deliver this instruction.

A number of specific qualities and skills are the building blocks to successful learning. These include motivation and interest; goal setting; study organization and climate; time management and task analysis; memory and listening skills; note taking; test taking; strategies, such as cognitive mapping for textbook readings, and writing papers and reports; and knowledge of learning styles and modalities. The following brief overview of these areas will highlight what school counselors can do to support the academic development and achievement of students.

*Motivation and Interest*

Student motivation and interest form a foundation for all learning. These qualities can be increased through instruction and learning. School counselors are knowledgeable about the relationship between school and work. Their knowledge of career development and the world of work will be valued as a means for increasing student interest and motivation in learning. Students who hold a vision for their future, knowledge of their

strengths and attributes, and awareness of their values and interests are already known to be successful in school. Helping students to form a vision of their future and connecting these visions to education and learning is critical. For some, this comes naturally. Others will need to be instructed. Future school counselors will see such instruction as central to their role and the mission of guidance and counseling. Their knowledge of career development programs will enable them to assist students in developing personal dreams and aspirations, and in learning about their interests, values, and personal qualities in relation to the world of work. Future school counselors will insist that this work be started in the elementary grades and refined through secondary schooling.

*Goal Setting*

Most children know little about goal setting, and most receive no instruction in how to do it. Although it is known that without goals, one seldom accomplishes anything, instruction and guidance in goal setting is typically absent in schooling. Counselors for the new millennium will develop instructional programs to teach this skill. Students will learn to develop goals for classroom and independent learning and receive the assistance of counselors in accomplishing their goals. Long-term goals will be tied to short-term goals, and counselors will assist students in setting goals that are attainable. Successful goal attainment in academic work furthers student motivation in learning. Self-monitoring, evaluation, and goal modification will be part of the package for becoming effective at goal setting and accomplishment.

*Learning Environments*

Many children, as well as their parents, know nothing about setting up an environment in their homes or communities that is conducive to successful study and learning. They need to be taught how to create an environment in the home that is free from distractions and interruptions, that has good lighting and space for writing, and that supports preferred learning modalities. Many families, particularly poor families, cannot organize such an environment in their homes due to overcrowding, the absence of sufficient furniture, or the inability to eliminate distractions. These children and families need assistance in creating study space in their communities—in libraries, at friends' or other family members' homes, in

apartment building rooms, at recreational centers, in churches and temples, or at school. Such instruction appears simple, but it is often lacking. Perhaps the very simplicity of informing students and parents about study environments leads educators to neglect to talk about it. Counselors in the new millennium won't underestimate the need for such instruction. They will provide it. They will also work to ensure that students set up and use the environments they need. They will discuss successful locations with students, request follow-through with notes from parents, talk with peer study groups, and check the work students do until they achieve mastery of this basic skill and need.

*Time Management and Task Analysis*

Time management and task analysis are skills successful students must master. Few students are taught these skills, and if taught, few master them. Time management involves planning time for doing homework, working on reports and projects, and studying—and then following through on one's plans. Mastery of this skill requires students to reward themselves for task accomplishment along the way or when projects are completed.

For many students, time management is new information. It seems that educators presume students know how to manage time without any instruction, so it is seldom taught as part of regular classroom instruction. It is not surprising, then, that when students learn about time management, they recognize that they can do it—organize their time and accomplish the work they set out to do—and wish they knew this skill much earlier in their educational program.

Future school counselors will recognize the importance of students learning to manage their time and will teach them how to do so. Tied to time management is task analysis. Reading chapters, doing homework, and writing reports and papers are tasks that typically can be broken down into several component parts. Teaching students to break such tasks into their components and organize them on a time line helps them see their work in doable chunks rather than becoming overwhelmed. Students need instruction in using calendars for organizing their work, assistance in breaking down tasks, and support in working according to plans. They need direction and support in learning to organize their tasks and put them on a calendar time line. Counselors will further know that mastery of time management requires classroom work and follow-through. Students do not

learn these skills in one sitting or merely through instruction. To help students master time management and connect it to classroom work, counselors will work with teachers to integrate time management and task analysis into teachers' course content and instruction. As further support, school counselors will organize academic support classes to provide follow-through instruction and support for making sure students master the time management and organizational steps they need to be successful.

Many educators hold the idea that intelligence and learning capability are innate. You either have it or you don't. You're either capable of academic success or you're not. Counselors in the new millennium will hold strongly to the position that learning capability can be increased and all children can learn. Because of this position, counselors will be knowledgeable about teaching strategies and techniques for increasing learning power. Critical areas for teaching and training include listening skills, cognitive mapping, note taking, reading, and textbook study strategies.

*Listening Skills*

Most instruction involves a teacher speaking to a classroom of students. The assumption is often made that when the teacher speaks, the students always listen. Or students can, at the very least, listen if they so choose. In the majority of schools, however, little attention is given to what students can do to become good listeners. This is surprising given that good listening can be taught. The student as listener can develop through instruction. School counselors in the new millennium will know how to conduct such instruction and train educators in how to teach it.

Active listening may come naturally to a small number of students, but most will need active instruction in this area to optimize their comprehension and retention of what they hear. Active listening involves visualizing the information that is presented. Some students do this naturally. If you read a passage or story to a group or class, you can ask students who among them created pictures in their minds while you were reading. You will likely find few students do this without instruction. Most need guidance. Students can increase their learning and memory through practice of visualizing while listening. Such practice can involve having students look at an individual object (e.g., an apple), removing the object from sight while they visualize it, and then checking how well their visualization matched the object. Students will need repeated practice at this skill to become adept and facile with it. Visualizing can then move

to creating larger images of pictures, charts, maps, or other more complex objects. When visualizing more complex information, students should be guided to zoom in on details, to imagine the smaller parts, and then to put these together in more comprehensive visualizations. Again, this skill requires repeated practice for students to master. But master it they will, if given the opportunity to practice.

Following successful visualization of complex pictures, students should be guided in creating movies in the mind from spoken information. To facilitate this, school counselors and other educators can read a single sentence or paragraph and then ask questions that help students to visualize it. Examples from a social studies lesson might be

- What does the pharaoh look like?
- What is he wearing?
- Whom is he addressing?
- What do they look like?
- What does the setting look like?
- What is his tone of voice like?
- How are people responding?

Students may need to actually draw pictures of their visualizations before being able to answer comprehensive questions.

The detail given for active listening illustrates how basic skills for listening need to be taught. Only after students have mastered these basic skills can they be expected to learn more complex listening skills such as listening for topics, main ideas, and supporting details. Such complex listening skills will require further instruction, practice, feedback, and review.

One final listening skill involves teaching students to ask questions to clarify their understanding of information. Typically, students are not instructed in how to ask questions, so most don't ask them. However, asking questions is a good technique that aids learning. It also lets teachers know that a student is listening. Knowing how important this skill is to learning, school counselors can provide direction and support for asking questions, respond with appropriate rewards for asking questions, and expect all students to be able to demonstrate their ability to ask questions. Again, students need direct instruction in this skill, opportunity to practice the skill with guidance and support, and periodic review, practice, prompts, and evaluation of mastery to become competent learners. Subject matter here is not the focus. Listening skills can be taught in any subject area

and need to be taught in all areas to be fully developed. Counselors in the new millennium will recognize this gap in teaching and learning and organize efforts to fill it.

*Note-Taking Skills*

Note taking is another one of those essential skills for learning that is seldom, if ever, taught. Students are expected to take notes from lectures, textbooks, information written on the chalkboard, research references, magazines and journals, encyclopedias, and perhaps even interviews and group meetings. Note taking is so basic that few educators would question it as a learning tool. Basic though note taking may be, it is generally not a focus of instruction and learning. As new millennium counselors become aware of this gap between expectation and practice, they will organize efforts to teach students to take notes.

Particularly important here is the organization of notes for later review and study. Cornell note taking has become the standard for taking notes from classroom lectures. This method organizes notes into a two-column format on regular-size lined paper. One larger column (two-thirds of the right side of the page) is used for writing notes on what is presented or read. Another smaller column on the left side of the paper, termed the recall column, is used for writing key words, phrases, and questions related to those notes. Once notes have been compiled, students organize their learning through the recall column. They challenge themselves in learning by being able to answer questions and define terms they write in the recall column related to the notes they have written. Folding the notepaper between columns to hide the answers aids in identifying what is known and what is not and needs to be learned.

Another aspect of note taking involves learning to write short notes rather than word for word notes. Writing key words and acronyms, and using shorthand notation and other methods for keeping brief notes, are important skills to learn. Students need to learn these skills when taking notes from written material such as library resources, textbooks, and even the Internet. To establish competence in note taking, students must be not only instructed, but also given opportunity to practice the skill both in and outside the classroom. They then need opportunities to receive feedback on their performance and practice the skill until they achieve mastery. All students can do this. Some, however, will take more time and practice than others. Counselors will recognize that learning mastery in note-taking skills is basic to

success in school, and they will organize programs to ensure all students learn to do it well.

*Test-Taking Skills*

With the increasing emphasis on assessment and testing to demonstrate learning outcomes, students will benefit from guidance and instruction in how to prepare for and engage in a variety of tests. Many students—unfortunately many poor and minority students—have never learned how to study for and take tests. With the absence of encouragement and yet expectation for high performance, many students approach testing lackadaisically. They give what they get. Lacking knowledge about how to study for tests, how to approach questions, how to identify best answers, and how to organize a written response, students don't know how to do well on tests, and they form perceptions of themselves as inadequate and incapable of testing success. They learn to live down or up to the expectations they are given. Future counselors will understand this systemic relationship between expectations and student self-perception. They will also know that students can learn how to improve their performance on tests and demonstrate high levels of testing success.

Future school counselors will be prepared to teach and organize programs for developing test-taking skills. Test-taking skills will encompass the following: methods for studying and preparing for multiple-choice, short answer, and essay tests; understanding test instructions; strategies for identifying correct responses on multiple-choice exams; steps in writing essays; guided imagery for successful test performance; relaxation and anxiety-control strategies; positive self-talk; strategies for handling uncertainty and confusion; post-test actions; and analyzing test performance. Counselors will work with teachers and parents to support student test-taking skills. Knowing that success increases expectations and improves performance, future counselors will support teachers in developing student mastery of test taking.

*Cognitive Mapping*

One very useful tool for learning is cognitive mapping. Known by various names, such as brain mapping and web diagrams, cognitive mapping exercises the learner's visual, spatial, and kinesthetic modalities. The cognitive map is a spatial representation of a subject drawn with symbols, words, and

colors. The map provides an overall picture of the subject and graphically shows the relationship of the parts to the whole. Cognitive maps give the learner an opportunity to conceptualize subject matter differently through the use of visual and spatial cues that invite imagination and creativity.

To create a cognitive map, a title or subject is written in the center of a piece of paper and enclosed in a circle, square, or preferably something related to the topic (e.g., outline of a leaf when studying plants). Each main heading or subtopic should be added as a branch emanating from the central topic or as symbols, pictures, or other geometric forms in the corners and along the sides of the paper. The branches, symbols, or pictures are labeled with the words of the subtopic or heading. Large or uppercase letters can be used to emphasize subtopics. Supporting details are then added to each main branch, symbol, or picture and labeled in lowercase or small letters. Small pictures and symbols can be added next to the words. Subtopics and detail can be drawn and labeled in different colors to enhance differentiation. The use of colors in cognitive maps is a terrific aid to learning and memory.

Each cognitive map the learner makes will be personal and unique, enhancing learning and memory. This type of spatial activity and the learning it generates can often be effective with students who struggle with the linear presentation of text and lectures. Also, for children who grow up with a primary language other than English, the use of cognitive maps can enable them to learn effectively in spite of language deficiencies. Cognitive maps actually increase the knowledge and use of language for those students who are learning second languages. The creativity and individuality that cognitive maps encourage enhance learning of the subject matter contained in the maps.

Cognitive mapping has several uses. A map can be made to provide a summary of information after taking class lecture notes. A map can also be made while previewing a textbook chapter to provide the reader with a framework or overview of the subject matter covered. During active reading of a chapter or article, a map can be used to record detailed information and ideas. A cognitive map can further provide an organized structure for written essays and reports. Students first draw a map of their ideas, then write about what is in their drawing.

Cognitive maps provide excellent study tools for exam preparation. Typically, students study by memorizing lists of information. This type of studying is inefficient and sometimes

ineffective. Learning and memory are enhanced when students are assisted in understanding the relationship of detailed information to larger concepts. Cognitive mapping provides such relational learning tools.

Counselors can teach cognitive mapping to students as a part of their academic support program. Encouraging teachers to employ cognitive maps as part of their instruction can transfer this skill to many students while enhancing teaching effectiveness and improving learning gains. Students who are often the least successful in school, who have struggled with repeated low grades and failure, can achieve significant learning of subject matter by mastering the technique of drawing cognitive maps.

*Learning Modalities*

Recent research on learning modalities has illuminated understanding that learning occurs through various perceptual and experiential (physical) channels and can be strengthened by instruction that engages multiple channels. Instruction in learning modalities enables learners who have preference for or dominance in a particular learning modality to gain instruction in that mode, thereby maximizing their learning potential. The use of a multiplicity of learning approaches also increases learning for each individual student by helping him or her engage various learning modalities. The more ways in which information and ideas are communicated and reviewed, the greater the likelihood that they will be remembered and understood.

School counselors of the future will support student learning by teaching students about learning modalities and helping them identify their strong and weak learning channels. School counselors will also instruct students in strategies for engaging various learning modalities both within and outside the classroom. The goal here is to inform students so they can take responsibility for their learning. Equipped with the knowledge of how they best learn, students can increase their learning potential. With such knowledge, students will be more motivated to invest in the learning process and will accordingly raise their own expectations of success.

The main learning modalities are visual, auditory, and kinesthetic. Visual modalities include both pictures and words. Auditory channels include hearing the spoken word as well as reviewing learned information through words and sounds. The kinesthetic mode emphasizes physical movement. School counselors can help students learn by instructing and guiding

them to use each learning modality. To gain mastery in the visual modality, students can create pictures, symbols, graphs, or outlines while they read or listen to lectures. The auditory channel can be employed through reading out loud, reciting information, and repeating the concepts and ideas one has learned. The kinesthetic modality can be engaged in such activities as role-playing, drama, running, touching, writing, and drawing.

It is an unfortunate fact that information about learning modalities and preferences is typically given to teachers, but not to students or their parents. Future school counselors will fill this gap by informing students and parents about learning modalities throughout their educational experience and by guiding students to engage all modalities in the classroom and in independent study. School counselors can also help students determine which modality is most effective for their learning and assist them in applying that modality to all subject areas.

*Other Learning Support Programs*

Teaching students how to learn will become a vital part of the academic support that school counselors will provide in the new millennium. School counselors will also design and implement other interventions and programs that directly affect student learning and achievement. Following are some academic support programs school counselors have initiated and should continue to initiate in the future.

Motivational Speakers

The familiarity school counselors have with the community surrounding the school enables them to bring successful community members into the school to talk about their careers and the importance of learning and education. Included in the list of resources school counselors can bring to students are politicians, civic leaders, successful business owners and managers, members of community-based organizations, college and university faculty and administration, law enforcement personnel, athletes, entrepreneurs, entertainers, medical service providers, and others.

Peer Helping Programs

Future school counselors will build student resources within the school to help students learn and achieve. Many students naturally like to help others. Organizing and training groups of students to be peer helpers has demonstrated positive outcomes

for the peer helpers and those they serve. Peer helpers can be engaged as tutors for younger students and for students needing academic support. Peer helpers can also organize study groups before and after school. Some groups may organize in the school, others in the community.

Teacher Support Programs

Student learning, school success, and high academic achievement require high quality teaching. Recognizing this fact, future school counselors will work directly with teachers to support learning and improve teacher effectiveness in the classroom. The accelerating need for more quality teachers and the high percentage of relatively inexperienced teachers in classrooms will lead future counselors to develop this role. Supporting teacher improvement is a role many school counselors neglect. Some have little or no teaching experience and exclude themselves on this basis. What can they teach teachers if they haven't been there themselves? What teacher will listen to what a counselor has to say if that counselor has not already experienced and mastered the teaching job? Although teaching experience and expertise places the school counselor in a position to obtain credibility for working with teachers, such accomplishments are not necessary for working effectively with teachers to support and further their teaching effectiveness. Future counselors will have expertise they can bring to further excellence in teaching and learning—expertise that is not necessarily classroom based.

Counselors in the new millennium will employ their organization and team-building skills to organize small groups of teachers around the topic of improving teaching. Future school counselors will be adept at facilitating teachers talking to each other, sharing ideas and activities, and supporting creativity and teaching success. They won't avoid working with teachers, but rather will see their role as organizational and facilitative. They will pair veteran and novice teachers to provide support for new teachers. And they will work with expert teachers to organize in-service programs aimed at teaching excellence and mutual teacher support.

*Weekend Schools*

Future school counselors will organize after-school and weekend-school programs to support students who need additional academic support. Involving parents in weekend

schools can be effective in teaching them how to help their children as well as provide a venue for parent education in a range of needed subjects (e.g., English as a second language, the use of computers, parenting skills, accessing community supports, career development and advisement, and so forth). School counselors will also organize medical and dental services to families through weekend schools.

After-School Homework and Tutoring Programs

School counselors with a new vision for school counseling will see their ability to organize homework support and tutoring programs as a major academic support activity. They will engage religious leaders and institutions, community-based organizations, school staff members, and others in helping students learn.

## The Counselor as Advocate

School counselors in the new millennium will be advocates for all students to receive a challenging and high quality education. Educational equity will guide their efforts to organize the supports students need to be effective and successful learners. Their view of the school as a whole and knowledge of student progress over time, with different teachers and various courses, make them uniquely suited to see where the teaching and learning system may be weak or ineffectual and where change or additional supports are needed. This view is bolstered by counselors' knowledge of and involvement with the assessment and testing programs employed by schools to evaluate learning. Future school counselors will understand how to use data on individual students, classrooms, groups of students, and the school as a whole to highlight inequities and weaknesses and build teams of teachers and other school personnel to eliminate them.

Future school counselors will see that their role as advocates for student learning and achievement permeates all that they do. Students with a need for counseling and support regarding personal, emotional, and social issues will be provided services, with part of the accountability assessment for such services addressing learning and achievement gains. Career development interventions will also be examined with learning gains in mind. Guidance education and prevention programs will also contain an evaluative focus on learning and achievement. Future school

counselors will further develop programs, such as teaching learning skills, that directly affect the success and achievement of students. The future of school counseling will lie in the ability of school counselors to have a strong, positive influence on the primary mission of schools—to help students learn.

### About the Author

**Charles Hanson** completed graduate work in clinical and community psychology at UCLA in 1979. He is currently professor of counseling in the Department of Educational Psychology and Counseling at California State University, Northridge, in Los Angeles, California (CSUN). Dr. Hanson has been an elementary school teacher in the Los Angeles inner city. He is currently CSUN Project Director for the Initiative to Transform School Counseling. Supported by the Wallace/ Reader's Digest Fund, the initiative supports programs at six universities throughout the nation in working collaboratively with local school districts to reform the preparation of school counselors with the goal of closing the achievement gap between children of minority or low SES background and more affluent, non minority peers. Dr. Hanson is also active in community counseling as clinical supervisor and chairman of the board for the Valley Trauma Center, a rape crisis, sexual assault treatment and violence prevention program.